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ABSTRACT

The paper describes a new doctoral program (Leadership I) which is a part of the Child and Youth Studies (CYS) Program and the Programs for Higher Education (PHE) within the Center for the Advancement of Education at Florida's Nova University. The course was offered to three student cluster groups between April 1989 and June 1990 and the paper primarily focuses on the significant gains made in learner outcomes in three areas: the writing of Professional Development Plans; the synthesis and evaluation of concepts; and ideas for alternatives to contemporary traditional education. The purpose of the course is to introduce students to the theoretical and philosophical foundations of leadership which are synthesized into principles, significant concepts, and implications for problems in a student's work concept. Future activities and opportunities for additional leadership courses, curricula building, and the timing of course introduction are discussed. (GLR)

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Preparing Visionary Proactive Transformational Leaders For Children and Youth: Formative Evaluation of Leadership I For Three Clusters (34, 37, and 38)

Reflections by Warren H. Groff

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Preparing Visionary Proactive Transformational Leaders
For Children and Youth: Formative Evaluation of
Leadership I For Three Clusters (34, 37, and 38)

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The end of our exploring will be to return to the place
from which we started and know it for the first time.
T. S. Elliot

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Background

One of Nova University's hallmarks is the development of the practitioner-oriented, problem-solving, field-based approach to the delivery of instruction for Ed.D. programs in the Center for the Advancement of Education. Since 1972, the various CAE doctoral programs have more clearly defined three three concepts and modified the format based on empirical study. Although the format has changed over the years, the focus has remained on providing practitioners with problem-solving competencies and skills -- an understanding of the theoretical and philosophical foundations which underlie the learning enterprise in order to apply the principles to real world problems.

The study of leadership is not new. Researchers studied Horace Mann -- his vision, what he did, how he did it, his characteristics, etc. Researchers also documented leadership in the late 1800s and early 1900s that ultimately caused/led to the evolution of academic and vocational education or tracks. Researchers also documented leadership in the Sputnik era that ultimately led to such things as the (1) application of the Research to Development to Demonstration to Dissemination Paradigm to education and (2) creation of alternative higher education such as University Without Walls, Empire State, Evergreen State, Governor's State, Walden University, Nova University, etc. My interest in leadership dates back to my responsibilities at Temple University and Research for Better Schools relative to the Administering for Change Program in the late 1960s. The project was an attempt to understand management technology and its role in influencing direction toward quality and equality resulting, in part, from the 1954 Brown decision.

What is new about the study of leadership relates to <u>fundamental restructuring</u>. The economies of the world are restructuring. Restructuring is reflected in business, work, and every institution in society -- particularly the family. The industrial nations of the world are critically examining contemporary traditional schools and colleges.

Unfortunately for the U.S., the contemporary traditional educational model does not rank well in productivity or cost. The contemporary traditional industrial era schools no longer produce the critical mass of intellectual capital or skilled workers to sustain the current economy, let alone compete effectively in the new emerging economy based on advanced communication and information technologies. In critical skill area such as mathematics and sciences, the U.S. is last or near last among industrialized nations. Interestingly, the newly industrialized nations on the Pacific Rim will have an advantage as they expand education; these nations can pick the best educational practices from industrialized nations throughout the world.

My mindset about leadership is the result of extensive experiences in several different service systems, many years of modernization experience as a chief academic officer in a few contexts, numerous one week workshops on strategic planning and consultancies on the topic for five state systems and many institutions, extended "public service" as a parent on reorganization committees which ultimately led to chairing a 44 person Consolidation Committee for School Improvement, and the development of a Middle College High School as an alternative high school for at-risk youngsters on an inner city college campus. Educational administrators in schools and colleges are slowly modifying the technology of Management By Objectives toward strategic planning, but not maturing the technology to high levels of strategic thinking -- bold, creative, visionary alternative learning models. The educational pipeline has produced managers to fine tune the contemporary traditional industrial era schools and colleges but has not produced leaders with competencies and skills for fundamental restructuring or, more importantly, for creating entirely new caring and learning environments.

A great deal of research had been completed prior to the submission of proposals on leadership to the Child and Youth Studies (CYS) Program and the Programs for Higher Education (PHE) in winter 1988. Essentially the research indicates that leadership occurs at three levels -- self, organization and society -- and consists of three steps -- analysis and evaluation, creative futures visioning, and transforming visions into action. (Attachment 1). CYS moved first. The CYS proposal is a simple concept -- analyze value added between raw material and finished product in terms of personal and contextual variables. Leadership I is intended to introduce students to the theoretical and philosophical foundations of leadership which are synthesized into principles, significant concepts and implications for problems in a student's work context. Leadership II is a demonstration of the application of the principles of leadership after a student has acquired significant concepts from research and evaluation, human

development, an area of specialization, and political processes and social issues. Hopefully this experience will then be used in the student's work context after graduation.

At the time the leadership proposal was approved, CYS endorsed program and student learning outcomes as follows:

1. Be articulate and be able to communicate effectively
   -speaking, writing, listening.
2. Be an informed professional concerning:
   -breadth and depth of child and youth issues and
   -perspective on solutions to child and youth problems and issues.
3. Be analytical and a problem-solver.
4. Develop leadership change agent skills.
5. Demonstrate a sophisticated outlook and globally concerned behaviors.
6. Show progressively developed and demonstrated growth in performance of program expectations.

These program and student learning outcomes help guide the development of curriculum for Leadership I and II.

A Study Guide was written and a Book of Reading And Resources was assembled for Leadership I in summer and fall of 1989. An exhaustive search for texts did not yield any books that were a "perfect" match for Leadership I. It was decided to use Society As Educator In An Age of Transition Eighty-sixth Yearbook of the National Society for the Study of Education edited by Kenneth D. Benne and Steven Tozer; Secrets of Effective Leadership: A Practical Guide To Success by Fred A. Manske, Jr.; and Guide to Strategic Planning for Educators by Shirley D. McCune. Although several publications and national organizations began to refer to restructuring, no books or models could be found that described in detail alternative education models such partial technological deschooling, cooperative lifelong learning, problem based learning, etc. Books that deal with the technology intensive model include The Electronic Schoolhouse by Hugh F. Cline and others and The Education Utility by Dennis D. Gooler. Therefore, a document was developed during winter and spring 1989 with extensive synthesis of the conditions of society and education and a detailed description of how partial technological deschooling could be developed through a genuine partnership between business, government, and school collaboration.

Several national organizations have conducted research and developed statements about leadership in the future. For example, the University Council for Educational Adminstration released Understandings, Attitudes, Skills and Symbols: Leadership in the Future in 1983 (Attachment 2). In addition, several national organizations began to develop position statements, policies, and centers for restructuring activities. These organizations include the National School Boards Association, National Association of State Boards of

Education, Council of Chief State School Officers, and the American Federation of Teachers. Right From The Start was published by NASBE in 1988. Restructuring America's Schools by Ann Lewis was published by the American Association of School Administrators in 1989. Education Reform for the '90s: The School Board Agenda was published by NSBA in 1990; agenda items are restructuring, technology, vocational education, teachers and administrators, and early childhood education (Attachment 3). A revised set of standards for Quality Elementary and Middle Schools was published by the National Association of Elementary School Principals in 1990.

This past year a team of researchers from the National Center for Research in Vocational Education (NCRVE) analyzed projects relating to the restructuring of academic and vocational education. The researchers found eight models:

1. Incorporating academic competencies into vocational courses.
2. Combining academic and vocational teachers to incorporate academic competencies into vocatinal courses.
3. Making the academic curriculum more vocationally relevant.
4. Modifying both academic and vocational education through curricula "alignment."
5. The Academy model: schools within schools that focus on a field -- health, electronics, business.
6. Replacing conventional departments with occupational clusters.
7. Single occupational high schools - magnet optional schools.
8. Maintain conventional academic and vocational departments, but organize to have career paths or occupational majors.

NCRVE is also analyzing new health occupations that are emerging based on the evolution of imaging technology and the implications for realigning education and work. The National Center on Education and Employment is analyzing restructuring of education and work.

The basic institutions of society are restructuring, and foundations and governments are funding the redesign phase. The restructuring is reflected in programs -- "New Futures Project" by the Annie E. Casey Foundation, "Next Century Schools" by the RJR Nabisco Foundation, "Youth and America's Future" by The William T. Grant Foundation, "Joining Forces" by the Council of Chief State School Officers, "New Pathways to a Degree" by The Annenburg Foundation, and several other projects. "The New Futures Initiative" by the Annie E. Casey Foundation is supporting restructuring projects ranging from $10-31 M in Dayton, OH; Lawrence, MA; Little Rock, AK; Pittsburgh, PA; and Savannah, GA. "Next Century Schools" by the RJR Nabisco Foundation is funding 15 restructuring projects and will fund a second

round of competition. "Fighting Back" by the Robert Wood Johnson Foundation is funding 15 cities with one and two year planning grants at $26.4 M. Coca Cola Foundation is funding five projects for blacks and Hispanics at $50 M for the next ten years.

The Office of Educational Research and Improvement of the U.S. Department of Education awards grants for education restructuring through the Fund for the Improvement and Reform of Schools and Teaching, Family and School Partnership, Innovation in Education, Technology Education, Computer Based Instruction, and Star Schools Programs. OERI also funds the National Diffusion Network (NDN), the Leadership in Educational Administration (LEAD) Program, and the Educational Research and Development Centers Program. Planners for the new RDCs and a report by the Center for Policy Research in Education indicated that the education reform movement of the 1980s has met with "only modest success" and that "tinkering at the edges" and "business as usual" will not suffice (Federal Register, Sept. 12, 1989). Several of the 18 new RDCs will be joint ventures that will involve the prime grant recepient and a number of departments of the U.S. Government -- Department of Labor and Department of Health and Human Services.

Education restructuring must be directed toward the emerging global technical era as opposed to only downsizing, retrenchment, or running away from the "developmental disabilities" of industrial era establishments. During the transition from the agricultural era to the industrial era, egalitarian vocational education was added to the eletist academic education. Research is showing that the classical academic approach to education reform is insufficient. Technical education learning experiences of high quality ought to be available to all ages to improve the quality of life in the 21st Century.

Fundamental restructuring within education and between society's institutions is occurring now and will occur more rapidly and in greater magnitude and complexity in the future. What are the implications for CYS and Leadership? What is Nova's distinctiveness and uniqueness in translating basic research into practice through demonstration and instruction? How should the focus of leadership for fundamental restructuring -- for improved quality of life, better caring and learning environments -- be reflected in program format? What are the characteristics that must be reflected in persons to help define and produce the "new professional?" What learning experiences, didactic and applications, should be developed and how technology intensive should the delivery system be to "program" the new professional in the techniques of the information era learning enterprise?

Leadership I

Leadership I was offered to Cluster 34 in spring 1989. Leadership I meets for three sessions. Prior to the meeting of the first session, each student wrote a brief statement about the context in which s/he works, listed several problems that intrude on her/him, and wrote a paragraph or two about three or four problems. This assignment was sent to the faculty member one week prior to the first session. During the first session, the faculty member discussed the program philosophy, presented an overview of the CYS Program, talked about program and student learning outcomes and noted the relationship of study areas to them, and reviewed the tools for Leadership I. The faculty member introduced the theoretical and philosophical foundations which underlie leadership. He discussed the three levels and the three activities of leadership. The faculty member discussed the distinction between strategic thinking and operational planning and presented information about the conditions of society and education in the U.S. The faculty member introduced MS = OD + HRD (maximum synergism = organizational development + human resources development). Students took a modified Myers Briggs, the Kolb Learning Styles Inventory, Torrence Hemispherecity, and the Hersey and Blanchard Leader Effectiveness and Adaptability Description (LEAD) tests. Students were divided into small groups based on the data to accomplish study area learning objectives. The first session concluded with a brief introduction to the concepts of leadership and synthesis of the session.

For the second session, each student (1) completed the synthesis and evaluation of the first session, (2) wrote a Professional Development Plan, and submitted them to the faculty member one week prior to the session. The faculty member discussed philosophical and theoretical foundations of leadership, significant concepts, and implications. He emphasized visions of the future and transforming of visions into operational plans with an organizational development component and a human resources development component. The student PDPs included an audit of self, an audit of organization, and a three year plan of action built upon CYS Program requirements. Data from one of the tests were used to form small groups for discussion of major concepts. The faculty member discussed societal problems and issues using cultural diversity as the topic. Data from one of the tests were used to form small groups so students could discuss problems that intrude on them in their work context and specify a list of related issues. The session concluded with synthesis and evaluation of session two.

For the third session, each student (1) completed the synthesis and evaluation of the second session, (2) wrote a paper on two problems, and submitted the paper to the

faculty member one week prior to the session. Each student made a four minute oral presentation on one of the two problems and distributed a list of issues for both problems to peers. Each student rank ordered the top four problems. This learning activity is intended to help each student to more clearly define problems and issues and to more fully understand the politics of building consensus in setting of priorities. Each student was encouraged to start a file on a dozen or so problems into which materials can be placed. Session three included a final examination which asks student to synthesize the learning experience of Leadership I and specify why it is a necessary prerequisite for the rest of CYS. Session three also includes a brief introduction to grantsmanship using cultural diversity as the proposal topic, a discussion of developing partial technogical deschooling models as an alternative to contemporary traditional education, and a discussion about maintaining the log to enhance learning and for the first asignment in Leadership II -- an analysis and evaluation of significant concepts in the CYS Program.

Details of the seminar and the personal and contextual variables that were analyzed are reported in the formative evaluation Preparing Proactive Transformational Leaders. The report was distributed to faculty and staff and is available from the ERIC Clearinghouse on Higher Education (ED 053 431). Cluster 34 met on April 1, May 6, and June 10, 1989; Cluster 37 met on October 14, November 5, and December 2, 1989; and Cluster 38 on March 7, May 5, and June 9, 1990.

This report will focus on areas of significant gain. Earlier in the report it was stated that research indicates that leadership occurs at three levels -- self, organization and society -- and consists of three steps -- analysis and evaluation, creative futures visioning, and transforming visions into action. Each student must write a Professional Development Plan based on her/his understanding of principles of leadership, an audit of personal data variables, and an assessment of the work context. The PDP must be a multi year plan of action which considers personal and contextual variables in light of CYS requirements. It certainly is an advantage if a student works in a context where a good strategic plan exists with both an organizational development and a human resources development component that are in harmony and synchronization with each other. The advantage is particularly true if the student helped to create the plan. This assignment covers most of the top two rows of the leadership matrix. The PDPs in Cluster 37 were better than the PDPs in Cluster 34. Four excellent PDPs from Cluster 37 were used as models in 38. Many PDPs in 38 were outstanding. Most of the improved quality is attributable to exemplary models. Some of the improved quality is attributable to improved instructional

materials and some of it to a better understanding of the power of the assignment as reflected in student feedback. Will students be the better as a result of the experience? Will students have more focus in the application of significant concept and their implications from other study areas? Will there be better leadership demonstrated in the work context during the program and after graduation?

A second area of improvement relates to synthesis and evaluation. In The Journal Book, edited by Toby Fulwiler, documentation is presented about increases in learning outcomes through journals in English, the arts and humanities, and the quantitative disciplines. The log helps each student sort through the thousands of messages which are exchanged in a learning experience and focus on what is really important. Then, each student is asked to interpret important ideas into something useful for her/his work context. This cognitive development process is intended to assist each student to transform theory and philosophy into practice. In Leadership I each student must begin with a log and submit a one page analysis of session one with assignment two and a one page analysis of session two with assignment three. During the third session, emphasis is placed on maintaining the log for each major learning activity through the use of a conceptual framework for the CYS Program with specific materials for Research and Evaluation I and II and Human Development. An analysis of significant concepts and their implications for CYS will be the first assignment in Leadership II. Will student learning outcomes be better as a result of this experience?

A third area of improvement relates to alternatives to contemporary traditional education (CTE). The mindset of students is on improvement in CTE. While it is important to upgrade CTE, it is essential (1) to raise basic questions about effectiveness and efficiency that can be achieved in CTE and (2) to at least introduce the idea that alternative education could achieve higher levels of productivity at lower cost (Attachment 4). Will each student be able to draw from the inventory of knowledge those ideas that could contribute to a vision of improved quality of life in restructured caring and loving environments?

In addition to each student obtaining data from several tests, a side benefit has been realized. Clusters 34, 37, and 38 are coordinated by persons who served in that role with previous clusters. Each one of the coordinators has indicated that bonding, collaborating, and networking has occurred more rapidly as a result of grouping persons with similar profiles. This may have benefits in terms of student learning outcomes and student persistence in the CYS Program.

Future Activities = Opportunities

Leadership For Innovation and Change. The 1990 Summer Institute for Child and Youth Studies and Programs for Higher Education is on the theme "Leadership for Innovation and Change." A Leadership Resource Manual will be given to participants in PHE. Another Resource Manual will be given to students in the vocational, technical, and occupational specialization in PHE who are in the "Workforce of the Future" seminar. The manual is a thick document containing readings related to the seminar, practicum and Major Applied Research Project ideas and survey instruments, proposal development information and review protocols, and sources of information. In addition, each student will bring materials to the Summer Institute and exchange them with peers.

PHE approved Human Resources Development as a core seminar to be effective fall 1990. PHE will offer two day leadership workshops in five cities next year: Ft. Lauderdale, Jan 10-11; San Francisco, Feb 7-8; Washington, Mar 8-9; San Antonio, Apr 18-19; and Chicago, May 2-3. Each participant will receive a Leadership Resource Manual. PHE approved Leadership as a core seminar effective fall 1991.

The New Professional. Goal 3 of the Nova University Strategic Plan of 1990 deals with designing curricula for educating the "New Professional" through research and a vertical continuum and horizontal integration of educational offerings for professionals by 1994. Research indicates that leadership in the 1980s had a focus on **intramural** strategic planning skills -- analysis of strengths, culture and climate, mission specialization, program review, enrollment management, functional analysis, and institutional effectiveness. Leadership in the 1990s will focus on **intermural** strategic visioning of restructured caring and learning environments, particularly in the early childhood years (Attachments 5 & 6). This new professional will require better competencies and skills in consensus building, shared responsibility, interagency collaboration, family and school partnerships, cultural diversity responsiveness, and integrated development to achieve learning neighborhoods and communities of the future. It is important to evolve the definition of the new professional and maintain curriculum integrity to match program with definition.

National (Technology Intensive) Cluster. The wiring of the world is rapidly becoming a reality. The recent announcement by Motorola for a global mobile telephone network is another system to fill the world's telecommunications gap. Technology intensive delivery systems will become a reality in the 1990s. The National Cluster holds the potential for dealing with some of this nation's most troublesome human resource development

problems. NTIC could network with existing electronic networks and electronic delivery systems such as ADVOCNET, SpecialNet, The National Clearinghouse for Bilingual Education Electronic Information System, $ONLINE, etc. Beyond the development issues to put it on line by February 1991, there are numerous policy issues. Could someone simply take a study area for audit or credit as a special student? Can a student recieve any credit for participating in a CYS or CAE activity for a unit within a study area? Students and personnel in rural areas of the U.S. are in many ways more at-risk than persons living in large metropolitan areas. Could the technology intensive delivery system be networked in such a way so as to offer a mosiac of generic units drawn from CAE programs and customized to the unique needs of a community of learners?

Market Segments. CYS evolved from early childhood to early and middle childhood and then to child and youth studies. CYS already attracts students working in non school settings -- child care, day care, health and human services, criminal justice. Fundamental restructuring of institutions is occurring within the contemporary traditional education setting and between several of society's institutions. "Joining Forces" is a joint venture between The Council of Chief State School Officers and the American Public Welfare Association. Policy and position statements by national organizations followed by formal joint ventures to develop guidelines to help institutions come together is likely to lead to interagency collaboration at the local level. Collaborative vision generating experiences, particularly in Leadership II, could lead to more meaningful restructured institutions in the real world. In a similar manner, the shift from an economy driven largly by military contracts to some other type of economy will increase the need for retraining. Also, The Department of Defense Dependents Schools delivers educational opportunity to 151,000 students through 13,000 employees working in 270 elementary, middle, junior high, and high schools and a community college in 20 countries around the world. Even without downsizing of the military, the 13,000 employees represent a market segment for which CYS or CAE could be delivered. Transitioning of military personnel, Americans offshore, and foreign personnel represent new market segments for which programming can be delivered through bold and creative strategic thinking (Attachment 7).

<u>OPPORTUNITIES</u>. These activities can be synergistic and strategically position CAE in the forefront of leadership for systems restructuring if there is adequate collaborative planning between CAE programs.

LEADERSHIP

ACTIVITIES

Levels	ANALYSIS AND EVALUATION	CREATIVE FUTURES VISIONING	TRANSFORM VISIONS TO ACTION
SELF			
ORGANIZATION			
SOCIETY			

UNDERSTANDINGS, ATTITUDES, SKILLS AND SYMBOLS: LEADERSHIP IN THE FUTURE

1. Understandings

    Understandings of Leadership
    Understanding Complexity and Contextuality
    Understanding the "Global" Nature of Things

2. Leadership Attitudes

    Toward Leadership Itself
    Toward Society
    Toward Schooling and Education
    Toward People
    Toward Power
    Toward the Unknown

3. Leadership Skills for the Future

    Focusing Upon the Present and the Future Simultaneously
    Bridging Between and Among Many Sectors of Interest
    Mixed Scanning, Monitoring, and Interpreting Events
    Appraising Skill
    Adaptation Skill
    Skill in Utilizing Intuition
    Decision-making Policy Development Skills
    Managing Symbols

4. Enduring Leadership Skills

    Goal Setting and Purpose Defining
    Planning Skill
    Organizing Skill
    Communicating and Managing Information
    Trust Building

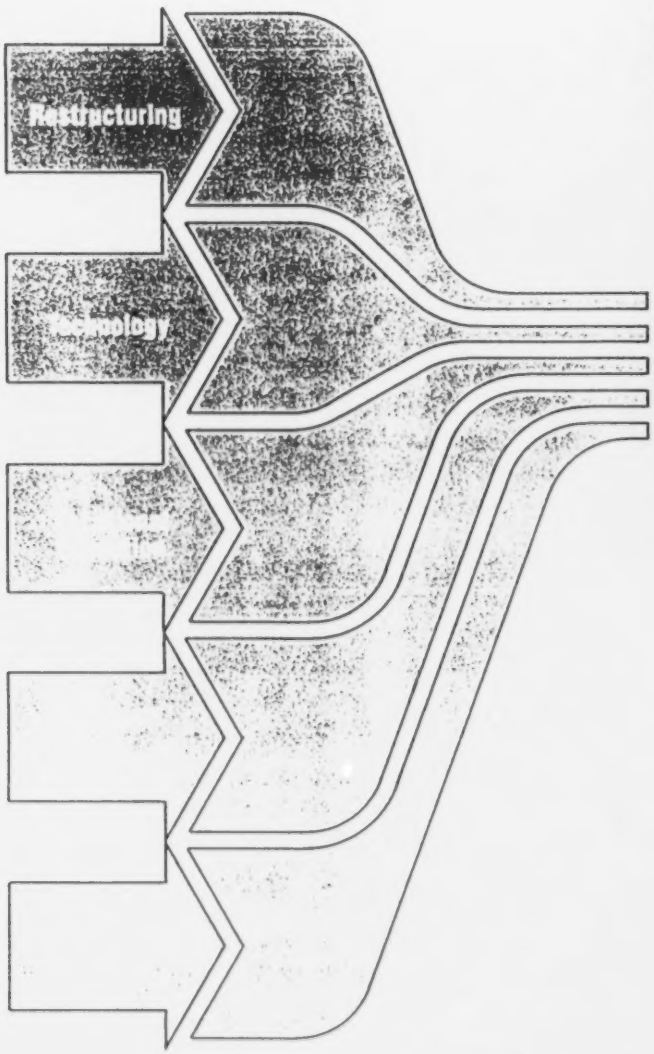
Levern L. Cunningham and Thomas W. Payzant, Understandings, Attitudes, Skills and Symbols: Leadership in the Future (Columbus, OH: The University Council for Educational Administration, 1983).

Document is Part III of a series by A Task Force Report from The UCEA University - School District Partnership. Other documents are:

I. Society and Education: Educational Management for the 1980's and Beyond.

II. Critical Challenges for Leaders Who Anticipate and Manage the Future.

III. Implications for Preparation Programs and In-Service Programs.



Education Reform for the '90s:

THE SCHOOL BOARD AGENDA

Leadership Reports

A publication for NSBA Direct Affiliates

Fifty Years of Educational Leadership 1940-1990

NSBA

ALTERNATIVE EDUCATION

1. Contemporary Traditional Education (CTE) Models

   a. Within a CTE Classroom
   b. Within a CTE School
   c. Within a Single Subject - Math, Science, Humanities
   d. Between Subjects - Math and Science, English, and Social Sciences
   e. Between Tracks - Academic and Vocational
   f. Between Schools Within a District - Level, Magnet Schools
   g. Between Districts - "Choice"
   h. Within a State - No. Carolina School of Arts
   i. Special Focus - "At-Risk", Drop Out Prevention, Disciplines, Articulated, Differentiated/Developmental Curriculum, Learning Styles Pregnant Females, Substance Abusers, Cultural Diversity, Substance Abuse, Personal Abuse
   j. Between Layers - Middle College High School

2. Partial Technological Deschooling (PTD) Models

   a. Distant Learning Systems
   b. Apple Classrooms of Tomorrow - Elementary Level
   c. IBM's School of the Future - Secondary Level
   d. The Education Utility

3. Collaborative Lifelong Learning (CLL) Models

   a. Cooperative Education
   b. Clinical Affiliations
   c. Compacts - Academic Credit for Public Service
   d. Partnerships

4. Problem Based Learning (PBL) Models

5. Other Education and Training Provider (ETP) Models

   a. Nontraditional Private Providers
   b. Corporate Sponsored Providers
   c. Home Based Instruction, Correspondence

6. Role of Support Units

   a. Library and Instructional Materials
   b. Instructional Development and Media
   c. Student Assessment, Counseling, Diagnostic Services
   d. Administration
   e. Boards-Advisory, Committees, Directors, Foundations,Trustees

THE NEW PROFESSIONAL - Visionary, Proactive, Transformational Leadership

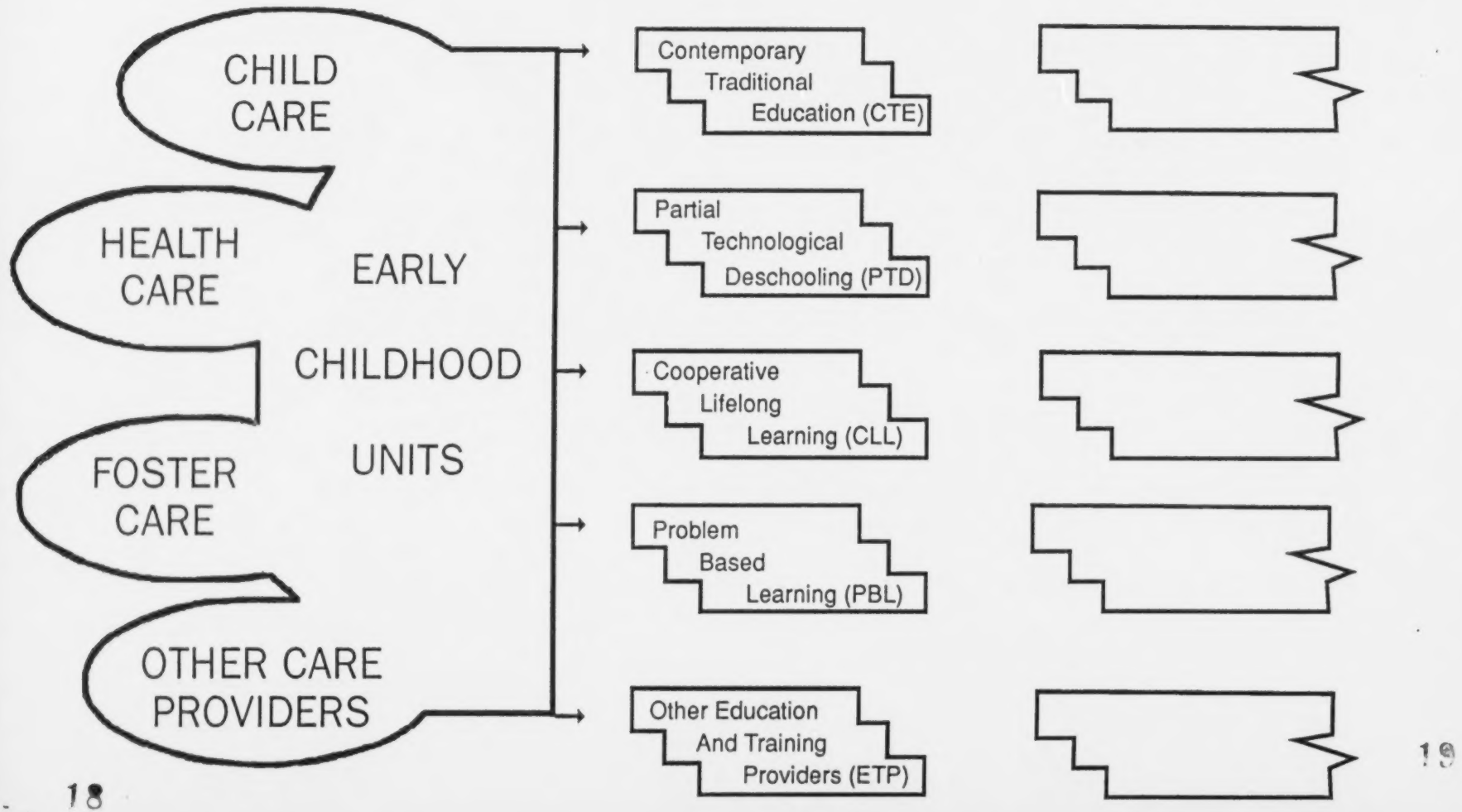
1960s	1970s	1980s	1990s
Equality within a system		Intramural strategic planning strengths - Opportunities - Culture & Climate; Mission specialization; Program Review; Enrollment Management; Functional Analysis; Institutional Effectiveness	
Excellence within a Subsystem		Intramural Strategic Visioning New Caring and Learning Environs	
Founders of Public Service Agencies			Consensus Building Shared Responsibility Interagency Collaboration Family & School Partnership Cultural Diversity Responsive Integrated Development Learning Communities

INFO ERA LEARNING COMMUNITIES OF THE FUTURE

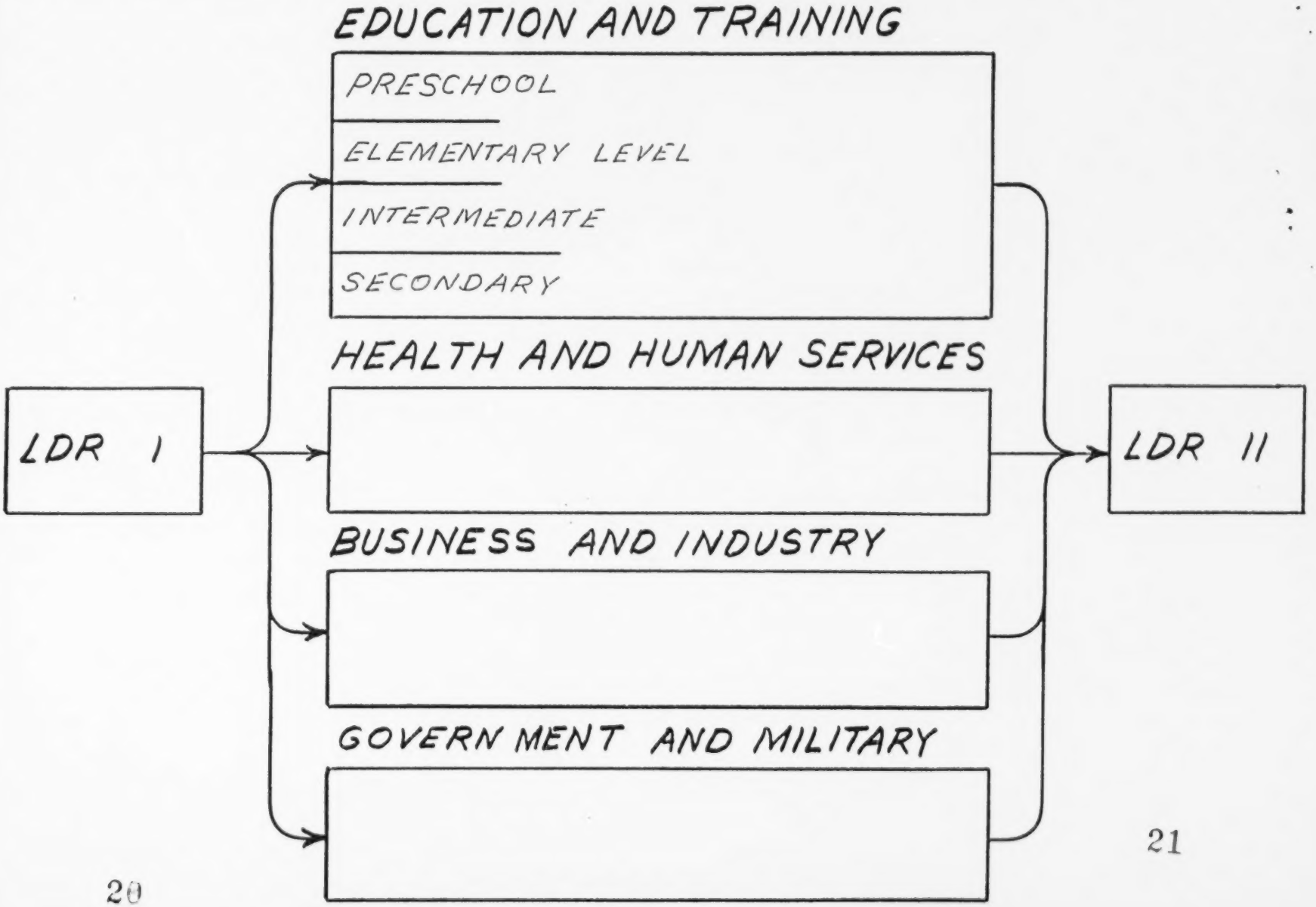
BEGINNING CARING & LEARNING ENVIRONMENTS

TRANSITIONAL YEARS LEARNING SERVICES ENVIRONMENTS

ADVANCED LEARNING RESEARCH & SERVICE ENVIRONMENTS



LEADERSHIP IN CHILD AND YOUTH STUDIES



Warren H. Groff

Warren H. Groff is a consultant and National Lecturer for Nova University. He was Dean of Academic Affairs at Shelby State Community College in Memphis, Tennessee, for two and one-half years. He was Vice President for Academic Affairs for nine years and Director of Research and Development for two years at North Central Technical College in Mansfield, Ohio. Prior to that he served as an Assistant Dean in the College of Education at Temple University, as a consultant to the American Board of Pediatrics and the Governor's Justice Commission of Pennsylvania, as Vice President for Academic Affairs at a private college, and as the Executive Director of a consortium involving a medical college and two universities.

He has written extensively on the topics of leadership, human resources development, strategic planning, and economic development. He chaired the statewide Task Force on High Technology for the Chancellor of the Ohio Board of Regents in 1982-83. From 1978 to 1986 he chaired the Plan Development Committee of an eight county health systems agency and also served as Vice President of the 45 member Board of Directors from 1984-86. In 1984 he chaired a 44 member Consolidation Committee for School Improvement for the Board of Education for the Mansfield City Schools. He served as president of the College of Education Alumni Society of the Pennsylvania State University from July 1984 through June 1986.

He has been one of two faculty for the week-long Snowmass Institutes on Strategic Planning for the past ten years. He has conducted workshops on strategic planning for the Massachusetts Board of Regents and the Tennessee Board of Regents. He also conducted a futuring workshop for the Directors of Research, Planning, and Development of the Vocational, Technical, and Adult Education Disticts in Wisconsin and a futuring/strategic planning workshop for the Texas Association of Chief Community College Student Affairs Administrators. He has consulted with the National Center for Research in Vocational Education on numerous projects. In addition, he has helped numerous institutions with strategic planning, in writing proposals, and accreditation activities.

He teaches a variety of doctoral seminars throughout the U.S. for Nova University. He teaches Governance and Management of Higher Education, Human Resources Development, and Emergence of Vocational, Technical, and Occupational Programs in American in the Ed.D. Programs in Higher Education. He teaches Grantsmanship in Program Development and Political Processes and Social Issues in the Ed.D. Program in Early and Middle Childhood. He taught the first section of Leadership I in the new Ed.D. Program in Child and Youth Studies; he will teach Leadership II in two years and document "value added" in this new program. He also served as chair of students' dissertation and project committees for Walden University.

He was graduated from Millersville University with a B.S. in Ed., from The Pennsylvania State University with an M. Ed., and from Temple University with an Ed. D.

PROBLEMS - CLUSTER #34

Lack of cultural orientation workshops for personnel

Cultural diversity, communications

Bilingual counselors

Child care and transportation

Attendance, tardiness, absenteeism, at-risk, dropout

Alienation, low self-esteem, low test scores, failure

Parent involvement, support, apathy, interest, training

Teacher burn out, regeneration, morale, lack of power

Drugs, substance abuse, violence, guns

Transition from 7-8-9 school to 6-7-8 middle school

Isolated minorities

Placement, scheduling based on readiness, language

Use of contemporary technology

Load, overcrowding, space, financial, political, materials

Gifted and talented, honor students, borderline gifted

Cheating, grade consciousness

Differentiated curriculum, program requirements

Support staff

Flexibility, early intervention, learning styles, options

Personnel training, recruitment, retention (tch & admin)

Disables and handicapped

Reading, math, and science skills

Abuse

English for Speakers of Other Languages (ESOL)

With regard to evaluation, the three units are formative building blocks leading to the primary competency of becoming proactive leaders. The first paper will count 10% toward your final grade. The second paper will count 15% and the oral presentation will count 15%. The third paper will count 15% and the oral presentation will count 15%. The final will count 30%.

With regard to my background and experience, I taught in the public schools in suburban Philadelphia; served as an Assistant Dean in the College of Education at Temple University and taught courses in elementary education and higher education; consulted with a broad range of establishments including Research for Better Schools, the American Board of Pediatrics, and the Governor's Justice Commission of Pennsylvania; and served as a chief academic office in a private college, as a consortium director, and as a cheif academic officer in two quite different two-year colleges. In the 1960s I observed the early development of the Nova University philosophy and the program that evolved out of that practitioner, social change philosophy. I have been a presenter at the Summer Institutes and a National Lecturer in the Higher Education programs for several years. I am firmly committed to the practitioner, social change philosophy and am proud to be associated with Nova.

In closing I want to again express my enthusiasm about working with you. We were not around when this nation made the transition from an agricultural society to an industrial giant. We didn't have a hand in helping society evolve from a primitive stage to one which created numerous distinctive institutions to plan for and coordinate specialized functions. We are alive, however, during this structural economic transition with greater and more far reaching implications than the earlier one of the 1800s. And, we have the opportunity to provide proactive leadership in bringing about social change. I look forward to working with you.

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Purpose

Sometimes institutions are simply the sum of historical accidents that happen to them: like the sands of the desert they are shaped by influences but not by purposes. Men and women can shape their institutions to suit their purposes provided that they are not too gravely afflicted with the diseases of which institutions die - among them: complaisance, myopia, and unwillingness to choose.

John W. Gardner

statement, including information about the program, outcomes, and study area goals. The study guide then discusses the first session. Read the study guide and related documents and complete the first assignment. With regard to the paper, following the cover page, the first page should be a concise statement about the context in which you work and the problems that intrude on you. A second page should focus on three or four problems of highest priority and three or four sentences about each problem. You can then append two to four sheets of data or information about each problem. Use 8 1/2 x 11 paper. The paper should be typed, double spaced. Use one staple in the upper left hand corner. Use regular mail. The assignment should be sent to me so that it arrives at my home by **Friday, March 24, 1989.** Please send you paper to the following address: **1531 Peabody Avenue, Memphis, TN 38104.**

During the first session we will cover the objectives listed in the study guide. I will give you an overview of the Ed.D. Program in Child and Youth Studies. You will introduce yourself to your classmates and describe the context in which you work. I will discuss transitions in society and the distinction between strategic thinking and operational planning. I will introduce the topics of human resources development and organizational development and conclude by elaborating on contemporary social problems. I will then provide detailed instructions for Session #2.

For Session #2 you will be expected to read the appropriate sections of the study guide and related reading and complete the second assignment. The paper will be about you and the organization in which you work. The paper will conclude with a personal development plan and an organizational development plan. The assignment should be sent to me so that it arrives at my home by Friday, April 28, 1989. During Session #2, I will interpret the results of the Kolb Learning Styles, Myers Briggs Type Indicator, and other instruments administered in Session #1. I will elaborate on stages of adult development, paying particular attention to leadership characteristics. I will then elaborate on stages of organizational development and the relationship between HRD and OD. You will be expected to share with your classmates your personal development plan and your organizational development plan. I will then prepare you for Session #3.

For Session #3 you will be expected to read the appropriate section of the study guide and related documents and complete the third assignment, a paper about two contemporary social problems. The assignment should be sent to me so that it arrives at my home by Friday, June 2, 1989. During Session #3 we will cover all of the objectives listed in the study guide. You will be expected to make a brief presentation about your two contemporary social problems.